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THE HOUSE OF EDUCATION  
AMBLESIDE

May 1911

Dear Madam,

In view of the efforts Head Mistresses are making to indicate suitable careers to their girls on leaving, perhaps some information about this Secondary Training College may be of use.

I enclose the Prospectus of the House of Education, but you may like to know further, the qualifications which are desirable in a candidate for admission and the prospects of a Student when her training at this College is finished.

A girl who is doing well in the Sixth Form (or even in the Upper Fifth) should be a suitable candidate, but she should be especially good in modern languages and music. Some knowledge of the piano is practically necessary, even if the candidate play the violin.

A Student's prospects when she has finished her training are, perhaps, unusually good: she is sure of an appointment before she leaves College, and should she require another post in the future, she writes to the Vice-Principal and is usually placed immediately. No Student trained here during the last 20 years has the anxiety of looking for work for herself, and the demand for our teachers is so much in excess of the supply (we receive only 40 Students) that we are glad to get applications for posts from old Students.

In the delightfulness of the work, the healthfulness of the life and

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the pleasantness of the social atmosphere, I believe that the life of a trained Governess in a family compares very favourably with other occupations open to women. In the matter of remuneration, also, she is well off; a lady who receives, say, from £70 to £100 as a resident private teacher is better off than most Assistant Mistresses.

Private teachers trained at the House of Education teach their pupils on the lines of the Parents' Union School. I enclose a specimen syllabus for the highest class (girls from 15 - 16) to indicate the level of attainments necessary for a Secondary Governess.

I have ventured, Madam, to put the position of a Governess trained at the House of Education rather fully before you, partly because the information may be of use in advising girls (past and present pupils - we are always glad to have some older women in training), and also in the hope that you may bear our requirements in mind in preparing your girls for their vocation.

The Students recommended to us should be gentlewomen and of a good physique.

I am,

Sincerely yours,

CHARLOTTE M. MASON.





As a matter of fact, practical teachers do not concern themselves about whether or not a notion is mentioned by the newspapers. On the other hand, however, with what is called

Don't forget

~~1. List of names of school should also be given.~~

~~condition~~

The choice of books is only a question of division of labour; when the children of each class read quickly a good many books. It rarely happens that the much occupied Head or Staff can give the necessary time to a selection of which every teacher knows the difficulty. Any teacher is, of course, at liberty to ~~select~~ <sup>select his own</sup> ~~substitute his own favorite~~ <sup>book</sup> ~~set~~ his own questions on it. As for the authoritative attitude, I suppose I must say non grata, but then it is the authority belonging to a text, not to a person; one does not say 'sugar is sweet' with diffidence.

≠ For the questions quoted, the labour  
house is or not insert in "Discuss <sup>it completely</sup> ~~valued~~

I wish the professional teachers of Secondary Schools would be induced to try a method which makes liberal education possible under the usual conditions, <sup>school</sup> probably <sup>courses</sup> etc. <sup>allotted</sup>

House of Education  
Andreson.

29. 9. 1947

Collins

The more people that people should subscribe  
for the programmes to use them as they think fit.  
Should it not be dissections of a programme leading  
to reading of hundreds of pages in a long, dry, & boring book  
full with the words of a teacher, inaccessible, whose pupils  
were in the habit of preparing for an examination by  
'fetting up' (as we will not say cramming) the required matter?